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ABSTRACT

Through the efforts of the faculty of the College of Law of the University of Saskatchewan, the University of Saskatchewan Program of Legal Studies for Native People was established in 1973. In planning for the program, certain problems were considered: the number of persons of native ancestry able to meet the minimum requirement for admission to law studies; inadequate education facilities open to a native student at the primary and secondary level, resulting in academic performance in university work lower than that which otherwise would be achieved; and the relevance of the Law School Admission Test (LSAT) to the native student from a different cultural and educational background. In addition to the usual discretionary admission policies allowing for factors other than academic achievement (such as maturity, experience, and motivation), a number of Canadian law schools now specifically mention the Program of Legal Studies for Native People in their calendars. The summer course runs for eight weeks and is designed to acquaint each student with the methodology of the discipline rather than the mastery of any given amount of material. As far as is known, there were only five Canadian lawyers of native ancestry in 1973; in 1976 and 1977 16 native Canadians (11 of whom had studied in the Saskatchewan program) received their LL.B. degrees from Canadian universities. (NLY/BR)

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PROGRAM OF LEGAL STUDIES FOR NATIVE PEOPLE

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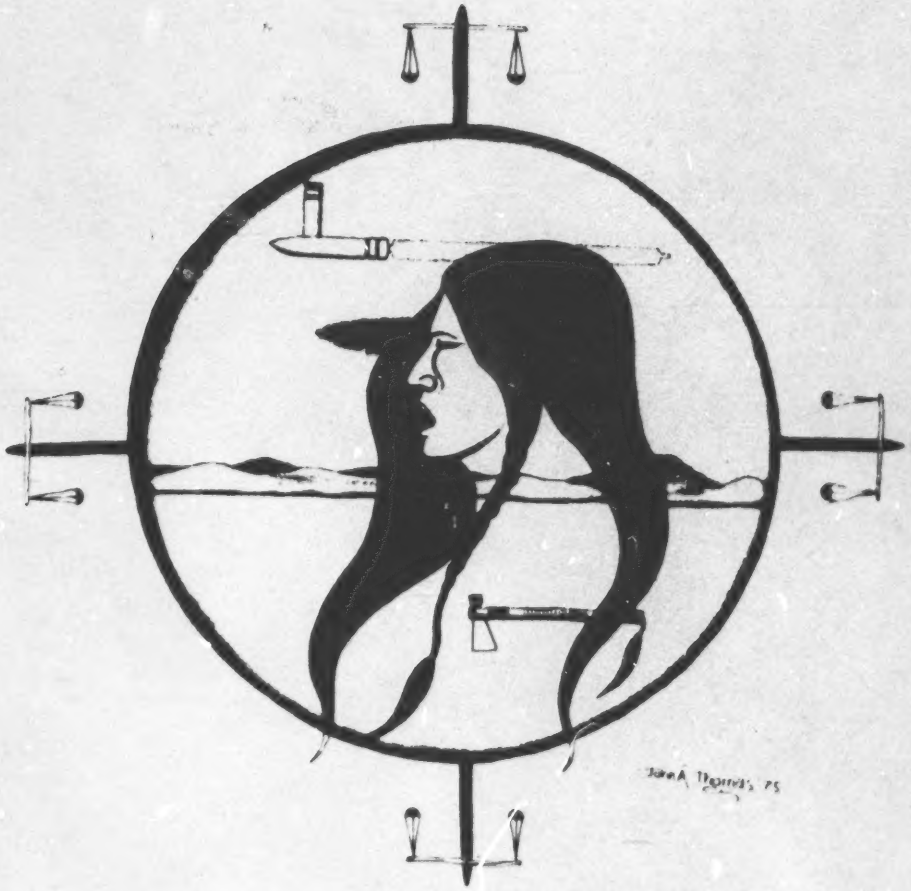

1978 REPORT

Roger Carter

AC01 04489

UNIVERSITY OF SASKATCHEWAN NATIVE LAW CENTRE

SASKATOON, CANADA

There is a longing among the young of my nation to secure for themselves and their people the skills that will provide them with a sense of purpose and worth. They will be our new warriors, their training will be much longer and more demanding than it was in the olden days. Long years of study will demand determination. Separation from home and family will demand endurance.

But they will emerge with their hand held forward not to receive welfare but to grasp a place in society that is rightly ours.

Chief Dan George

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Indian Cultural College, Saskatoon

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Background

Native people in Canada do not have – and never have had – any real representation in terms of numbers either in the ranks of the legal profession or within the legal system of their country. No other established, nation-wide, community within Canadian society is in that position. In 1971 the faculty of the College of Law of the University of Saskatchewan decided that it should try to assist in remedying this situation. The eventual result was the establishment, in 1973, of the University of Saskatchewan Program of Legal Studies for Native People. It has been offered in each year thereafter.

In planning for the program it was clear, from the outset, that the following problems had to be dealt with:

1. The ordinary admission policy of every Canadian Law School requires an applicant to have completed a minimum of two years of university work after senior matriculation. It is only recently that native persons, in any numbers, began to consider university work or to have the opportunity to do so open to them. While in percentage terms the number of native students in Canadian universities has increased significantly, the absolute number of them across the country is still small. Accordingly, the number of persons of native ancestry able to meet the minimum requirement for admission to law studies is limited.

2. The native student who can meet this minimum requirement may still face a significant obstacle. This is the extreme pressure on admission to first year law studies now existing in every Canadian university. The problem is often compounded for the native student by reason of inadequate education facilities open to him or her at the primary and secondary level, resulting in academic performance in university work lower than that which otherwise would be achieved. That being so, a native student considering a career in law who applies in the ordinary way for admission to a Canadian Law School will commonly face a significant disadvantage in competing with other applicants for the limited number of places available.

3. A third problem has to do with the Law School Admission Test (LSAT). This test is prepared and administered by the American Educational Testing Service. Every Canadian Law School now requires an applicant for admission to first year studies to write the examination. It is an aptitude test and purports to ascertain, insofar as possible, a student's potential for success in the study of law. The content of the test changes annually. It may cover all or some of the following subjects: reading comprehension; ability to learn an "artificial language"; interpretation of social, economic, political and scientific data; analysis of cases and principles of law that emphasize both reading and reasoning skills; and mathematics. The test also seeks to measure writing ability.

The examination results involve two separate scores – one being the LSAT score and the other a writing ability score. In considering an application for admission to first year law studies particular emphasis is often placed on the LSAT score. It is probably correct to say that, in the ordinary way, no Canadian Law School is able (by reason of admission pressures) to give serious consideration to an application from a student who has an LSAT score below 500.

Assuming that there is some validity in the Law School Admission Test as a measure of the ability of the average student in North America with respect to law studies, it is another question whether the test is of much significance where the student has a different cultural and educational background from the average middle-class person. The Educational Testing Services itself recognizes this. In its "Operations Reference Book" for 1977-78 it says, in part:

> *Scores on the LSAT, as on other tests of this kind, never completely represent the potential of any student. This is especially true for American Indian, black, Mexican-American, Puerto Rican and other minority students whose education experience, in and out of school, has differed significantly from that of the great majority of students .... It cannot be emphasized too often that uncritical use of test scores as forecasts of individual students' future performance is always inappropriate, but especially so for students handicapped in their earlier educational preparation. The more appropriate use for test scores for such students would be as diagnostic rather than selective instruments. This would necessitate consideration of as wide a range of information as possible for the most accurate assessment of students' potential for success. Along with the test scores, this information would include the undergraduate record, evidence of motivation and drive, indications of particular interest in a field, community leadership, respect within the students' own groups, and commitment to education. The important thing to remember is that the use of conventional information reflecting certain standards and experience may be inappropriate for evaluating minority or disadvantaged students.*

Nonetheless, a student of native Canadian ancestry may face a problem having to do with the LSAT score in seeking admission to law studies when she or he applies in ordinary competition with all other applicants.

The majority of Canadian Law Schools, however, have discretionary admission policies under which they may consider an applicant for admission to first year law studies where his or her academic background and LSAT score would not, by themselves, win the student a place. Under such policies, factors other than academic achievement are considered. These include maturity, experience and motivation. In administering these discretionary policies most Canadian Law Schools are now ready to consider, as another important factor, successful completion by a student of native ancestry of the University of Saskatchewan's Program of Legal Studies for Native People. A number of Law Schools now make specific mention of the program in their calendars. As an example a recent calendar of the Osgoode Hall Law School of York University contains the following statement "... we

fully endorse the Program of Legal Studies for Native People recently instituted at the University of Saskatchewan and we strongly recommend that native people who are considering making application to Osgoode enroll in this 'head-start' program during the summer preceding the first year of the LL.B. program".

Purpose of the Program

The course runs for eight weeks. It is designed to orient students towards, and assist them in, their subsequent studies in a regular law program in any Canadian Law School. While the curriculum involves studies in standard first year law courses the intent is to acquaint each student with the methodology of the discipline rather than to require mastery of any given amount of material.

Criteria for Admission To the Program

In considering this matter it has to be kept in mind that the program is Canada-wide. That is, on the one hand applications are invited from persons of native ancestry wherever resident in Canada. On the other hand, students successfully completing the program look forward to first year admission to law studies in law schools across the country. The ultimate criterion, accordingly, for admission to the course is a conditional acceptance of the student into first year law studies by the Admissions Committee of the particular law school to which the student wishes to proceed, the condition being successful completion of the summer program.

In the result, and in dealing with applications from persons with two years or more of completed university work, particular attention is paid to students whose academic records are respectable but which fall short of the mark currently required, across the country, for admission to law studies. Similarly, a student whose LSAT score is such that, notwithstanding fair or good academic performance, he or she would not normally be considered for admission to law studies will be encouraged to attend the Saskatchewan program.

Academic performance and LSAT results are not, however, the only criteria. Nor, having in mind discretionary law school admission policies referred to earlier, is it necessary for an applicant to have attended university before being considered for admission to the summer program. Motivation, experience and sophistication are other substantial factors. To assist in arriving at conclusions with respect to these subjective considerations, each applicant is asked to submit a personal resumé of his or her career and to include in it any particular matters or circumstances which the student feels might be material.

Arrangements are made to have every applicant interviewed by the Admissions Committee of the law school where he or she wishes eventually to enroll. This is a vital step since it is at this stage that the law school affected must arrive at its decision whether or not to offer a conditional acceptance to the student, subject to satisfactory completion of the University of Saskatchewan program. Once a conditional acceptance is given then the student's application to enter the summer program is accepted.

Curriculum

Students undertake regular studies throughout the eight weeks of the course in Torts, Criminal Law, Legal System, Personal Property and Legal Writing and Research. In both 1973 and 1974 a course in Native Law was taught. However, it was felt that the Native Law course was probably too demanding for any student first coming to law studies since it requires a background in both Constitutional and Administrative Law, so the Personal Property course was substituted for it in 1975.

In addition, nine hours per week are taken up in afternoon tutorial work. The purpose of the tutorials is to assist students in mastering the materials which they have been concerned with in the lectures in class on that day.

The course as a whole is very intensive. As a result the students work under considerable pressure. This is done deliberately since, in part, the program attempts to simulate regular first year law studies and to test each student's ability, in a general way, to work successfully in that intellectual climate.

At the end of four weeks the students are required to write practice examinations. These are similar to the "tests" written by first year law students at the end of their first term.

In about the fifth week of the program each student prepares, and argues, a moot case. This part of the curriculum falls under the Legal Writing and Research class. Members of the teaching group, together with third year law students at the University of Saskatchewan, sit as judges.

The intensive nature of the program places particular burdens on the members of the teaching group. Apart from the regular lectures which occupy each morning, they work closely with the students during the afternoon and evening hours.

Notwithstanding the demanding nature of a teaching assignment in the program, faculty members find the experience to be a rewarding one. One of the professors who has been a teacher in the program in more than one year has put the matter this way:

> *"I always feel proud at being associated with the program. In the first place the endeavour of introducing native people to the legal profession is clearly worth doing, and in the second place I think the program performs very successfully. Not only is it about to result in producing some Indian lawyers it succeeds on a more immediate pedagogic level. By this I mean that we succeed in having the students work hard without their becoming resentful; they learn a great amount of first year law without suppressing their values and sense of rectitude; we are able to conduct tough and rigorous classes without the students becoming fearful, anxious or inhibited; we are able to promote solid law school standards without producing destructive competition; we are able to convey the uncertainties and anxieties found in first year law without causing the students*

to become withdrawn, resigned or defeated; we try to teach law in light of basic concepts in the legal process and subject to wide social criticism without our students demanding certainty and a purging of ambiguity; and, best of all, I believe that the teachers have been able to impose solid intellectual standards without being immobilized by feelings of guilt about the plight of Indians in general, or of our students in particular. The explanation for this type of success is found in large part in the character of our students. They are amazingly perceptive (much more perceptive than the usual first year students) and they seem to recognize the good things the program is doing, and in what ways the program might go wrong. They have the degree of self-respect which enables them to accept the ways of the program (hard work, tough classes, too much reading, too many ambiguities) without becoming changed by the process. All of us who teach law worry from time to time about the seeming personality transformation we cause in our students: the change from intellectual curiousity to intellectual conceit; from gentleness to bravado; from sensitivity to certainty. I don't get the same sense of affecting the Indian students—they seem to be stronger people.

The kinds of success enumerated above are in part attributable to the teaching staff. First of all, for the program to be successful the teachers should recognize and value the amazing qualities of the students. Second the teachers should be people who teach good law - who make conceptual enquiries and who despise common intellectual shortcuts such as: "it's all a matter of balancing", "it depends on who the judge is", or "the judges are just being their usual conservative selves".

Study Materials

Faculty members in each group prepare special materials for student study. These are separately printed and bound. Each student is provided with a set of them. In addition special texts required by the members of the teaching group for student use are supplied.

Faculty

Since the program is open to students of native ancestry from across Canada, and is designed to assist them in gaining entry into any Canadian Law School, it is clearly most desirable that law teachers from Universities in addition to Saskatchewan should participate as members of the teaching group. That has been achieved in each year. Law professors from the following Universities have, from time to time, participated: University of Alberta, University of Calgary, Osgoode Hall Law School, Queen's University, University of Western Ontario, University of Windsor and the University of New Brunswick.

The program is now at the point where it can also look to its own graduates as potential faculty members. Thus, in the 1977 program one of the teachers had been a student in the 1973 course. By 1977 he had completed his articling leading towards admission to his Law Society.

In addition to the teaching group, two student tutors are engaged. Again, in administering the program, students who have themselves earlier taken the Saskatoon course are particularly invited to accept tutorial positions. This has been achieved in each year since 1974.

Assessment of Student Performance

In considering the outline which follows it should be kept in mind that the overall purpose of the program is objectively to test and assess the ability of each student successfully to complete regular law studies. If, at the end of the program, the teaching group is able to give an affirmative assessment of a particular student's ability the matter ends there. That is, no attempt is made to predict how *well* the student will do in those studies.

Two assessment techniques are used. At the end of the eight week program the students are required to write an examination in each class, save for Legal Writing and Research. In that latter course the mark is determined by the results of various assignments worked on throughout the program. The examinations are of the type, and comparable to, those set for law students at the end of their first year of studies. The grades used in marking are intended to reflect the following academic judgements:

Grade I — indicates strong likelihood of academic success in law studies

Grade II — indicates reasonable probabilty of academic success in law studies

Grade III — indicates significant doubt of academic success in law studies

Grade IV — indicates no evidence of academic ability in law studies

In addition, each student's performance throughout the program is assessed by the members of the teaching group on a regular weekly basis. The following criteria are used:

1. Language facility — reading perception, vocabulary, oral and written expression.
2. Ability to reason and analyse — sense of relevance.
3. Motivation to succeed in law studies.
4. Work habits, diligence, punctual attendance, promptness in handing in assignments.

At the end of the eight week program the teaching group then formulates an over-all and final assessment of each student's performance with respect to the above standards. The student is provided with a copy of this as well as a statement of the marks achieved by him or her on the examinations.

Each student's assessment and statement of marks is forwarded to the Admissions Committee of the law school where the student has earlier applied for first year law studies. Armed with them, that Committee will then make

its final decision on the student's application to enter first year law. It is intended that the committee should give at least equal weight to the assessment of the student's performance with his or her results on the written examinations.

Financial Support for Students

The program has been approved by the Department of Indian Affairs and Northern Development. Any student of registered status has his or her tuition fee, travel expense and the cost of necessary books and study materials paid by the Department, and receives a monthly living allowance from it. (The term "Registered Status" refers to a Native person who is an Indian within the meaning of *The Indian Act.*) Travel costs are also paid. Upon the student completing the program and being admitted to a law school the Department will continue this financial support throughout the three years of formal law studies.

The Federal Department of Justice provides identical financial support for a total of five non-status or Metis students. ("Non-status" or "Metis" refers to a person who is of native Canadian ancestry but who does not meet the arbitrary definition of an "Indian" contained in the above *Act.*)

The Saskatchewan Department of Continuing Education, through the Community Colleges in that province, provides financial assistance for non-status or Metis students resident in Saskatchewan.

The Government of Manitoba, through its Special Mature Student Program, supports Metis or non-status students resident in that province.

On an *ad hoc* basis, the Department of the Attorney-General in British Columbia has provided support for such students coming to the program from B.C.

Currently, approaches are being made to authorities in certain other provinces with a view to arranging additional funding for non-status or Metis students residing in other jurisdictions in Canada.

Administration of the Program

The summer program is now administered by the University of Saskatchewan Native Law Centre as one of its activities. That Centre was established in September, 1975 through grants to the University from the Donner Canadian Foundation and the Saskatchewan Law Foundation. Its Director is Roger Carter, Q.C. He is also Professor of Law at the University of Saskatchewan and is the person who has been in charge of the summer course since its inception in 1973.

In administering the program the Native Law Centre works closely with Admissions Committees of law schools across Canada. Credit must go to each of the chairpersons of those various committees. They, and their colleagues, have given, and continue to give, every encouragement and support to the program and to native persons interested in applying to it. Without that kind of support and co-operation the program could not operate.

A Resumé of the 1973 Program

Thirty-six applications were received in total. Fifteen were accepted. The following table shows the distribution by province and the status of each student.

Province	Registered Status	Non-status/ Metis
British Columbia	3	–
Ontario	2	1
Quebec	2	1
Saskatchewan	1	3
Yukon Teritory	1	1

Upon the opening of the program 14 of the above students registered in it. Three of them were women.

Ten students successfully completed the 1973 course in the sense that each received an affirmative final assessment from the teaching group. The marks obtained by them on the final examination fell within the range of Grades II or III. The remaining four students received negative assessments and their examinations results were below the above standard. Notwithstanding this, one of the students in that group was accepted into first year law studies at an Eastern law school. In the result 11 students were accepted into first year law studies at the following schools in the fall of 1973:

University of British Columbia	3
McGill University	1
Queen's University	1
University of Saskatchewan	4
University of Western Ontario	2

One of these students withdrew from first year law studies in September, 1973 because of a medical problem.

Of the remaining ten students, six successfully completed their studies at the end of the 1973-74 year. (One of the students in this group of six had been admitted to only partial law studies in the fall of 1973. The student proceeded on to take, and succeed in, a full first year law course in the fall of 1974.) Of the remaining four students, two failed their final examinations and were required to discontinue their law studies; two students, while failing successfully to complete first year law, were given the right to repeat that year. One of them was the student who did not satisfactorily complete the University of Saskatchewan 1973 summer program. The other encountered, and had to deal with, a tragic family situation during the second term of the 1973-74 year with the result that the student was unable to write all the final examinations.

In the 1974-75 academic year one of the two students who, as referred to above, was given the right to repeat first year law studies had to withdraw by reason, again, of family problems. The other (being the student who had not satisfactorily completed the summer course) failed the final examinations and was required to discontinue.

In the spring of 1977 five of the six students referred to above received their LL.B. degrees. The Universities conferring them were: University of British Columbia, University of Saskatchewan, Queen's University and the

University of Western Ontario. The sixth student (who, again, proceeded on to a partial year only in 1973-74) is now completing a full third year.

A Resume of the 1974 Program

Thirty-six applications were received in total. They came from persons resident in Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. Twenty applications were accepted. The residence and status of those students were as follows:

Province	Registered Status	Non-Status/ Metis
British Columbia	1	–
Alberta	–	3
Saskatchewan	2	3
Manitoba	1	1
Ontario	6	1
Quebec	3	–

At the opening of the program, 19 of the above students were registered. Seven of them were women.

In the third week of the course one student voluntarily withdrew. The student's attitude toward, and performance in, his work was such that he would have been required to withdraw if he had not chosen voluntarily to do so.

In the sixth week of the program another student was forced to withdraw because of immediate, and pressing, family problems.

A third student, while staying through to the end of the course, failed to complete all of its requirements.

Of the remaining sixteen students two received a negative assessment from the teaching group. Neither of them was admitted to first year law studies.

The 14 students successfully completing the 1974 program registered in first year law in September of that year at the following schools:

University of British Columbia	1
University of Alberta	1
University of Saskatchewan	4
University of Manitoba	1
University of Western Ontario	2
Osgoode Hall Law School, York University	2
Queen's University	3

Eight of the above students successfully completed the first year of their studies and were promoted to second year law in 1975-76. Of that group six went on to receive their LL.B. degrees in the spring of 1977. The Universities involved were the University of British Columbia, the University of Manitoba, Osgoode Hall Law School, Queen's University and the University of Western Ontario. Of the remaining two students in this group one had to withdraw from law studies in second year in both 1975-76 and 1976-77 by reason of severe financial problems involving the student's family. The other is currently undertaking a specially structured third year of law studies.

As will be seen, six out of the fourteen students who successfully completed the 1974 program did not succeed in, or continue, their subsequent studies. Two of them withdrew before completing first year. In one of those cases the reason was financial difficulties. In the other the student yielded to insistent demands from a native organization to take up a very important position with it. Finally, the remaining four students out of the initial group of 14 failed their first year law examinations in 1974-75. Two of them were required to discontinue. Each of the remaining two were allowed to repeat. One of them declined the offer and withdrew. The other accepted it, was promoted to second year but failed in that year and was required to discontinue.

A Resume of the 1975 Program

Thirty applications were received in total. They came from persons resident in British Columbia, Alberta, Saskatchewan, Ontario, Northern Quebec and Nova Scotia. Eighteen applications were accepted. Sixteen students registered in the program. Six of them were women. The residence and status of those students were as follows:

Province	Registered Status	Non-Status/ Metis
British Columbia	2	3
Saskatchewan	–	4
Ontario	4	1
Quebec	1	–
Nova Scotia	1	–

No student withdrew from the program after its commencement.

Three students received a negative assessment from the teaching group at the end of the course. None of them was admitted to first year law studies.

Each of the remaining 13 students successfully completed the 1975 program. They registered in first year law studies at the following schools:

University of British Columbia	5
University of Alberta	1
University of Saskatchewan	3
University of Western Ontario	2
Queen's University	1
Osgoode Hall Law School	1

Three of the above students successfully completed both their first and second year law studies and are now in third year. A further three failed first year in 1975-76, were allowed to repeat and did so in the following year. All of them succeeded and are now in the second year of their studies. Of the remaining seven students five failed in first year and were required to discontinue; one failed first year, was allowed to repeat but withdrew; one student withdrew from first year in both 1975-76 and 1976-77 because of extraordinary family problems – the student has not continued with law studies up to the moment.

A Resumé of the 1976 Program

Fifty-six applications were received in total. They came from persons resident in every Canadian province and territory except Prince Edward Island and Newfoundland. Thirty applications were accepted. At the opening of the program twenty-nine students were registered. Eight of them were women. The residence and status of those students were as follows:

Province	Registered Status	Non-Status/ Metis
British Columbia	3	7
Alberta	3	2
Saskatchewan	4	1
Manitoba	1	1
Ontario	2	1
Quebec	1	–
New Brunswick	2	–
Northwest Territories	1	–

No student withdrew from her or his studies during the program. Twenty-two of the students successfully completed the course. Of that group one student undertook a special year of additional studies in Arts and Science before proceeding on to first year law studies in the fall of 1977; another did not proceed with his plans for law studies by reason of financial difficulties; a third student also dropped his plans for law studies preferring to return to work towards a degree in Education. The remaining nineteen students registered in first year law in September, 1976 at the following schools:

University of Victoria	1
University of British Columbia	6
University of Calgary	3
University of Saskatchewan	3
University of Manitoba	2
Osgoode Hall Law School	1
University of Western Ontario	1
University of New Brunswick	1
Dalhousie University	1

Nine of the above students successfully completed their first year law studies and were promoted to second year in 1977-78. Of the remaining ten six failed and were required to discontinue; four students, while failing their first year examinations in the spring of 1977, were allowed to repeat and are doing so in 1977-78.

The 1977 Program

Thirty-nine applications were received in total. Twenty-one were accepted. At the opening of the course twenty students were registered. Six of them were women. The residence and status of those students were as follows:

Province	Registered Status	Non-Status/ Metis
British Columbia	2	–
Alberta	1	1
Saskatchewan	1	1
Manitoba	1	1
Ontario	4	3
Quebec	1	–
Nova Scotia	–	2
Northwest Territories	1	–
New Brunswick	1	–

During the program two students withdrew. One of them did so because of family difficulties which took him away from his studies for some 10 days. The other student apparently found the pressure of the studies too onerous and left. Of the remaining eighteen students eleven successfully completed the program. One student in that group was not, however, finally admitted to first year law studies. The student was in the unusual position of not having received an actual conditional acceptance to first year law prior to registering in the program. The Admissions Committee of the student's law school ultimately decided that, notwithstanding a favorable assessment of the student's performance in the program, other factors prevented admission.

Of the remaining ten students, two decided to wait out a year before entering law studies. The remaining eight students registered in first year law studies at the following schools:

University of British Columbia	1
University of Western Ontario	1
Queen's University	2
Osgoode Hall Law School	3
Dalhousie University	1

Assessment of the Program

The comments which follow deal with the total of fifty-seven students who took the program in 1973, 1974, 1975 and 1976 and who then, immediately after the end of the course, proceeded on to regular law studies. The students who successfully completed the 1977 course, and the student who succeeded in the 1976 program but delayed entering law studies until 1977, cannot be considered since their performance in first year law is not known as at the time of the writing of this report.

The following table summarizes the performance of the above fifty-seven students to date:

Succeeded	Repeating (in 1977-78)	Withdrew	Failed (and required to discontinue)
28	4	8	17

Of the eight students who withdrew from their studies, five did so for an objective reason – medical, financial or severe family problems. Only three of them withdrew for a subjective reason. This compares very favorably with the ordinary withdrawal rate of students from law studies and is probably a tribute to the motivation and maturity of the students involved.

In considering the above figures it is appropriate to leave to one side both the students who have withdrawn and those who are currently repeating. In neither case can one assess the actual potential for success of any of them. That is, those who have withdrawn might have succeeded if they had continued and it remains to be seen whether those who are repeating their studies will ultimately succeed. Leaving out those two groups the success rate for the remaining students in their regular law studies to date is 62%.

The program may be assessed from another aspect. In the academic year 1972-73 (immediately prior to the inception of the University of Saskatchewan program) there were, as far as is known, only five students of native ancestry engaged in law studies anywhere in Canada. In the 1977-78 year there are 45 such students. The majority of them are graduates of one or other of the summer programs. It is encouraging to note, however, that not all of them are. This suggests that one result of the program has been to create the "model" of a lawyer as a career option for native people.

The program has also played a part in stimulating the development of a new Canada-wide student organization – the Native Law Student Association of Canada. It was organized at meetings held at the Law School of the University of Western Ontario in March, 1974. It was incorporated on December 5th, 1974 under federal legislation. It has the following objectives:

(a) To provide an organization for the native law students of Canada in order to promote unity and co-operation in the procurance of legal and social justice to all native peoples.
(b) To provide for further education of native law students, native lawyers, native peoples and the general public in respect of legal and social issues of concern to the native community.
(c) To provide for the professional development of native law students through involvement with:
i) native organizations;
ii) private law firms and legal clinics; and
iii) appropriate provincial and federal government departments.
(d) To develop a legal scholarship progamme to encourage and financially assist competent persons of native ancestry interested in the study of law.
(e) To encourage legal research among all Canadians for the benefit of native peoples.
(f) To provide a forum for the discussion of legal and social issues relating to the laws affecting the native community.
(g) To provide motivation and support for increased native participation in the social, academic, economic and all other aspects of Canadian life.
(h) To provide resources and encouragement for such involvement by Canada's native people.

The Association has an active executive and membership. Its existence serves, amongst other things, to stimulate increased interest among Native people in law studies. It actively assists in the administration of the Saskatchewan program. The members of the organization who have now received their LL.B. degrees are currently planning the establishment of a Canadian Indian Lawyers Association.

A further comment should be made dealing with the assessment of the program. In a few isolated cases objections to the course have been voiced on the footing that it provides some kind of easy access to law studies and thus places the native student in a peculiarly advantaged situation. It should be clear from this report that such comments are wrong. For one thing, there is nothing novel or remarkable about "discretionary or mature" admission policies. They are of long standing and are open to any person of whatever ancestry he or she may be. Secondly, no "ordinary" applicant is required to undertake, and succeed in, an intensive demanding eight week summer program before finally being considered for admission to his or her law school. In summary, it can fairly be said that these students are faced with, and have to satisfy, *added* requirements – rather than the contrary.

Finally, the program is beginning to have an impact on the Canadian legal profession. Prior to the inception of the course in 1973 there were, as far as is known, five lawyers in Canada of native ancestry. In 1976 and 1977 a total of sixteen native Canadians received their LL.B. degrees from Canadian Universities. Eleven of them were students in one or other of the Saskatchewan programs. While their numbers are still very small, it can be said of these young men and women, in the words of Chief Dan George with which this report opened, that they form a vanguard ready "to grasp a place in society that is rightly theirs".